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Introduction

This guide presents a framework of the core content for physical education. The framework was guided by the work of the National Association for Sport and Physical Education's *Moving Into the Future: National Physical Education Standards* (NASPE, 1995). The national document provides answers to the question, "What should students know and be able to do as a result of physical education?" Based on this national effort the "framework", or core content portion of this guide, has been developed. The program goals, content standards and performance standards in this chapter have been adapted from the national standards (see Appendix B).

This framework provides a scaffold on which local curriculums can be built, or a lens for reviewing what is already in place. It is not a curriculum in itself. The framework is meant to assist in bringing about change. Its purpose is to guide the development of curriculums that challenge and motivate students and contribute to student learning.

Throughout the core content, reference is made to physical activities. It should be understood that programming in physical education includes a balance of the following physical activities: dance, gymnastics, aquatics, team and individual games/activities, fitness, and outdoor and challenge pursuits. A glossary of key content terms can be found in Appendix C.

The Connecticut physical education framework includes the following elements.

Program goals are the broad statements that guide curriculum development by describing essential dimensions of learning or program results. They describe the results students are expected to achieve by the end of Grade 12. The results described by each program goal apply to multiple K-12 content standards.

Content standards specify what students should know and be able to do by the end of Grade 12. These statements define domains of content that are important for students to learn and for teachers to teach.

Performance standards specify, by grade cluster, how adept or competent student performance must be to indicate attainment of the K-12 content standards. Performance standards help to explain and clarify the knowledge, skills and understandings that are presented in the K-12 content standards. Performance standards are provided within the K-4, 5-8 and 9-12 grade clusters.

Illustrative learning activities illustrate how students might develop the understandings and abilities specified by the content and performance standards. They provide examples of instructional tasks that are connected to and grow out of the performance standards and that illustrate how teachers can make the content real and accessible to students. Illustrative learning activities often address multiple performance standards and possibly more than one content standard. They illustrate the connections between standards and also across disciplines.

Prototype assessments illustrate how student performance can be assessed with regard to the content and performance standards. These are examples that push beyond standard means of assessment. They provide an opportunity for students to authentically represent the understanding, skill or application that is being assessed. Included with the prototype assessments are examples of explicit criteria by which student learning/performance is to be evaluated. Assessment tasks also address multiple performance standards.

Exemplars of student work provide samples of exemplary or proficient student performances in response to the prototype assessments. Student work and evidence of the learning that has occurred in physical education is often observed in actual performance. The movement toward portfolio assessment has caused physical educators to investigate exciting new ways to document performance. The use of technology creates many possibilities. This guide will present examples of written exemplars for which parental permissions for publication in this guide have been secured.■

PHYSICAL EDUCATION

By the end of Grade 12, students will recognize the importance of and choose to participate regularly in physical activities designed to maintain and enhance healthy lifestyles.

PROGRAM GOALS

As a result of education in Grades K-12, students will:

- demonstrate the skills and knowledge necessary to participate in a variety of physical activities;
- make decisions to establish and maintain a healthy lifestyle to promote individual wellness throughout his or her entire life;
- recognize and understand the different effects of physical activity on one's mind and body; and
- develop interpersonal skills and exhibit positive character traits during physical activity.

K-12 CONTENT STANDARDS

- | | |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1) Physical Activity | Students will become competent in a variety of, and proficient in a few, physical activities. |
| 2) Human Movement | Students will understand and apply principles of human movement to the learning and development of motor skills. |
| 3) Fitness | Students will use fitness concepts to achieve and maintain health-enhancing levels of physical fitness. |
| 4) Responsible Behavior | Students will exhibit responsible personal and social behaviors in physical activity settings. |
| 5) Respect For Differences | Students will exhibit an understanding of and respect for differences among people in physical activity settings. |
| 6) Benefits of Physical Activity | Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.■ |

Content Standard Narratives

1. **Students will become competent in a variety of, and proficient in a few, physical activities.**

The intent of this standard is the development of movement competency and proficiency. Movement is developmental and needs to be continually addressed throughout one's education. Movement competency implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation which facilitates continued motor skill acquisition in the following physical activities: dance, gymnastics, aquatics, team and individual games, fitness, and outdoor and challenge pursuits. The development of proficiency in a few physical activities gives students the capacity for successful and advanced levels of performance to further increase the likelihood of participation.

2. **Students will understand and apply principles of human movement to the learning and development of motor skills.**

This standard involves the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, biomechanics and exercise physiology. Knowledge of such concepts and practice in applying these concepts enhances the likelihood of independent learning and, therefore, more regular and effective participation in physical activity. Advanced activity related to discipline-specific knowledge is integrated so that students develop the ability to learn, self-assess and improve movement skills independently.

3. **Students will use fitness concepts to achieve and maintain health-enhancing levels of physical fitness.**

Students are encouraged to develop higher levels of basic fitness and physical competence needed for many work situations and active leisure participation. (Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.) In order to maintain a healthy lifestyle an individual needs to be able to assess, evaluate and design a personal fitness program that reflects ever-changing individual needs.

4. **Students will exhibit responsible personal and social behaviors in physical activity settings.**

The intent of this standard is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior in sport and positive social interaction.

5. **Students will exhibit an understanding of and respect for differences among people in physical activity settings.**

Standard 5 is designed to help develop respect for the individual characteristics of people through positive interaction among participants in physical activity. Similarities and differences may include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics, gender, race and socioeconomic status.

6. **Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.**

This standard is designed to develop an awareness of the intrinsic values and benefits of participation in physical activity that provide personal meaning. Physical activities can provide opportunities for self-expression, social interaction, enjoyment, challenge and fun. These benefits encourage people to continue participation in activities throughout their lives.■

CONTENT STANDARD 1: Physical Activity

*Students will become competent in a variety of, and
proficient in a few, physical activities.*

K-12 PERFORMANCE STANDARDS

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • demonstrate developmentally mature form in the fundamental movement skills: locomotor (e.g., walk, jump, skip); nonlocomotor (e.g., bend, twist, swing); and selected manipulative skills (e.g., throwing, kicking, striking); • demonstrate simple applications combining locomotor, nonlocomotor and selected manipulative skills to accomplish developmentally appropriate play and fitness activities; • explore and adapt fundamental movement skills to meet a variety of challenges; and • acquire basic skills to be applied to activities and games. 	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • demonstrate developmentally mature applications combining locomotor, nonlocomotor and selected manipulative skills; • demonstrate increasing competence in more advanced specialized skills; • adapt and combine skills to meet the demands of increasingly complex situations (e.g., creating sequences and patterns of movement for gymnastics or dance); and • participate in modified versions of a variety of movement forms (e.g., games, dance, gymnastics) and activities. 	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • demonstrate competence in basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills; • analyze complex skills, showing their connections with the fundamental movement skills; • develop advanced skills in selected physical activities; and • use basic movement skills to participate in a wide variety of leisure and work-related physical activities.
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CONTENT STANDARD 2: Human Movement

Students will understand and apply principles of human movement to the learning and development of motor skills.

K-12 PERFORMANCE STANDARDS

Educational experiences in Grades K-4 will assure that students:	Educational experiences in Grades 5-8 will assure that students:	Educational experiences in Grades 9-12 will assure that students:
<ul style="list-style-type: none"> • apply movement concepts (e.g., body, space, effort, relationships) to a variety of basic locomotor, nonlocomotor and manipulative skills; • identify and apply critical elements and characteristics of mature performance (e.g., moving in opposition, follow through) to improve their individual skills; • use understanding of the critical elements of basic and specialized movement skills to provide feedback to others; and • recognize and apply the concepts of body, space, effort and relationships in developing movement sequences and game strategies. 	<ul style="list-style-type: none"> • identify the critical elements of increasingly more complex movement and game forms; • understand and apply increasingly more complex movement sequences and game strategies; • identify and apply principles of practice and conditioning which enhance movement performance; and • use information from a variety of sources to improve performance. 	<ul style="list-style-type: none"> • identify and apply characteristics of highly skilled performance to enable the development of movement competence and proficiency; • understand and apply discipline-specific information to their own performances (e.g., biomechanical and physiological principles); • understand and apply pertinent scientifically based information regarding movement performance; • analyze and improve performance of themselves and others; • understand various offensive and defensive strategies for game forms; and • display an understanding of the connection between the purpose of movement and its effect on performance.

CONTENT STANDARD 3: Fitness

Students will use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

K-12 PERFORMANCE STANDARDS

Educational experiences in **Grades K-4** will assure that students:

- demonstrate several activities related to each component of health-related fitness (e.g., cardiovascular and respiratory efficiency, muscular strength and endurance, and flexibility) necessary for a healthy lifestyle;
- engage in sustained physical activity that causes increases in heart rate and breathing;
- recognize the personal physiological effects that accompany moderate to vigorous physical activity; and
- meet and/or show improvement in all components of the health-related fitness standards as defined by the Connecticut Health-Related Fitness Assessment.

Educational experiences in **Grades 5-8** will assure that students:

- assess physiological indicators (e.g., heart rate, body temperature, perspiration) of exercise during and after physical activity;
- understand and apply basic principles of training to improve physical fitness;
- maintain personal records of moderate to vigorous physical activity;
- develop personal goals and strategies for the improvement of selected fitness components necessary for a healthy lifestyle;
- participate in a variety of health-related fitness activities in and out of school; and
- meet and/or show improvement in all components of the health-related fitness standards as defined by the Connecticut Health-Related Fitness Assessment.

Educational experiences in **Grades 9-12** will assure that students:

- demonstrate the skills, knowledge and desire to monitor and adjust activity levels to meet personal fitness needs;
- use the results of fitness assessments to guide changes in personal programs of physical activity;
- design a personal health fitness program based on an accurately assessed fitness profile; and
- attain and maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthy lifestyle.

CONTENT STANDARD 4: Responsible Behavior*Students will exhibit responsible personal and social behaviors in physical activity settings.***K-12 PERFORMANCE STANDARDS**

Educational experiences in Grades K-4 will assure that students:	Educational experiences in Grades 5-8 will assure that students:	Educational experiences in Grades 9-12 will assure that students:
<ul style="list-style-type: none"> • follow classroom rules, activity-specific rules, safety practices, procedures, etiquette and good sportsmanship in various physical activity settings; • function independently and remain on-task for a prescribed period of time; • work cooperatively and productively with partners or in small groups to complete assigned tasks; and • develop skills needed for resolving conflicts. 	<ul style="list-style-type: none"> • identify the purpose for and participate in establishing and modifying rules, procedures and etiquette that reflect good sportsmanship and are safe and effective for specific activity situations; • develop skills to participate productively in groups, in both cooperative and competitive activities; • use time effectively to complete assigned tasks; • solve problems and make choices by analyzing consequences and solutions; and • apply appropriate skills for resolving conflicts peacefully. 	<ul style="list-style-type: none"> • apply safe practices, rules, procedures and etiquette in all physical activity settings; • demonstrate leadership and cooperate, as appropriate, in order to accomplish goals; • accept the decisions and respect the role of an official; • anticipate and avoid potentially dangerous situations in physical activities; • balance the goal of winning with other established goals of participation; and • initiate responsible behaviors and function independently while being a positive influence on the behavior of others in physical activity settings.

CONTENT STANDARD 5: Respect For Differences*Students will exhibit an understanding of and respect for differences among people in physical activity settings.***K-12 PERFORMANCE STANDARDS**

<p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • work cooperatively with peers of varying skill levels; • experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins; and • recognize the contributions that individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) add to group activities. 	<p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • explore their own cultural/ethnic heritage through participation in physical activity; • recognize the role of sport, games and dance in modern culture; • demonstrate behaviors that are supportive and inclusive when meeting the individual needs of peers in physical activity settings; and • participate with others, despite differences that may exist. 	<p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • develop strategies for including persons from different backgrounds and abilities in leisure activities; • adjust performance to the differences in individual physical, emotional and social characteristics; and • recognize the influence physical activity can have in fostering an appreciation of cultural, ethnic, gender, physical and age differences.
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CONTENT STANDARD 6: Benefits Of Physical Activity*Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.***K-12 PERFORMANCE STANDARDS**

Educational experiences in Grades K-4 will assure that students:	Educational experiences in Grades 5-8 will assure that students:	Educational experiences in Grades 9-12 will assure that students:
<ul style="list-style-type: none"> • express feelings about participating in physical activity; • experience enjoyment while participating in physical activity; • understand that practicing activities increases skill competence; • interact with peers while participating in group activities; • use physical activity as a means of self-expression; and • try new activities. 	<ul style="list-style-type: none"> • use physical activity as a positive opportunity for social and group interaction; • recognize that meeting challenges in physical activities leads to self-actualization and recognition from peers; • seek personally challenging experiences through physical activity; and • participate in and enjoy physical activities outside the regular physical education class. 	<ul style="list-style-type: none"> • pursue new activities, both as individuals and with others; • enjoy participating in a variety of physical activities; • pursue lifelong physical activities that meet individual needs; • recognize that physical activity can provide opportunities for positive social interaction; • identify feelings that result from participating in physical activity both as individuals and with others; and • display heightened confidence and broadened interest by selecting new physical activities.

ILLUSTRATIVE TASK AND ASSESSMENT INDEX

Grades	Illustrative Task	Contents Standards	Assessment	Exemplar	Page
1	Snack Walk	3			37
1&2	Jumping	1	X		23
2-3	Jump Rope Skills	1 & 2	X	X	18
2-3	Locomotor Skills	1 & 2	X		29
2-3	Student Journal	2 & 3	X	X	51
3	Gymnastics	1 & 2	X	X	26
3	Human Gears	2 & 4	X		30
3&4	A Game For Everybody	5,4,& 2			50
4	Jogging the Oregon Trail	3			39
5&6	Physical Activity Calendar	6 & 3	X		53
6-8	Invasion Game Check Sheet	2	X		34
6-8	Gender Roles	5			49
7&8	Four With Four Volleyball	1 & 4	X		31
7&8	Fitness Orienteering	3 & 4			40
9&10	Forearm Pass Rubric	1 & 2	X		33
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12	Game Strategies	2	X		36

The tasks and assessments included in this chapter are samples that illustrate the standards in action. They may be used to assist students in meeting the standards.

CONTENT STANDARDS 1 and 2
ILLUSTRATIVE TASK
Grades 2 and 3

Jump Rope Skills

Students will participate in a jump rope unit that includes:

- instruction in long- and short-rope skills and techniques;
- instruction in stunts (color coded *beginner, intermediate, advanced*)
(American Heart Association, Jump Rope for Heart, *Jump Into Action*, Skill Cards, 1995); and
- cooperative activities and skill/stunt challenges.

Extension activities include writing cinquain poetry and graphing the number of misses and/or jumps.

JUMP ROPE

Name _____

Class _____

1. What part of your body turns the most when you swing the rope for jumping?

Shoulders

Wrists

Arms

2. What type of landing do you have when jumping?

soft

3. What part of the foot do you jump on?

Heel

Ball

Toes

4. Look at your jumping graph. Did you improve? YES NO

How did you decide?

Because you look one your graph
and every day you in prove

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1 Minute Endurance Jump

	# of misses	or	# of jumps
Day 1	_____		<u>19</u>
Day 2	_____		<u>19</u>
Day 3	_____		<u>23</u>
Day 4	_____		<u>25</u>
Day 5	_____		<u>26</u>
Day 6	_____		<u>30</u>
Day 7	_____		<u>32</u>
Day 8	_____		<u>36</u>

Did you improve?

☒ Yes☐ No☐ Same

Why do you think you improved, stayed the same or did not improve?

a different getting
the way rope.
your arms. you are yousing
feet. And your

JUMP ROPE PROGRESS GRAPH

Name _____

Class

Jumps									
30+									
29									
28									
27									
26									
25									
24									
23									
22									
21									
20									
19									
18									
17									
16									
15									
14									
13									
12									
11									
10									
9									
8									
7									
6									
5									
4									
3									
2									
1									
SCORE	19	19	19	23	25	26	30	32	36
DAY	1	2	3	4	5	6	7	8	

Feb 3, 97

Jump rope

Quietly, loud

Turning, twirling, tired

Practicing makes perfect

It's fun

Jumping

CONTENT STANDARD 1
ILLUSTRATIVE TASK
Grades 1 and 2

Jumping

Psychomotor: Students will demonstrate the movement skill of jumping and landing.

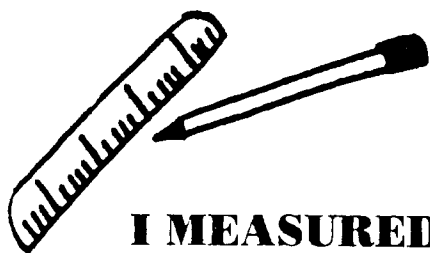
Cognitive: Students will demonstrate understanding of measuring each jump by recording their results in NON-STANDARD UNITS of measure.

Affective: Students will demonstrate cooperation and teamwork by working in small groups throughout the lesson and helping one another measure the length of each jump.

Students are challenged to move inside marked boundaries without touching anyone. Each time the whistle blows students must perform a new locomotor movement. The last time the whistle blows students are all told to move by jumping.

Students then work in small groups of four to practice the standing long jump. At each station they measure the length of the jump by using tools such as sneakers, feathers, pencils and rhythm sticks. Students are to record two jumps at each station. Classmates need to assist with the measuring. Measurements are to be recorded on the work sheets provided pages 24 and 25.

This activity can be easily integrated with classroom math activities. The work sheet can be given to the classroom teacher to then change the nonstandard units into standard units, using feet and inches.



I MEASURED MY JUMP IN NON-STANDARD UNITS!

Station 1:


- 1. My first jump measured _____ pencils long!**
- 2. My second jump measured _____ pencils long!**
- 3. If I add both jumps together, I jumped a total of _____ pencils!**

Station 2:

- 1. I measured my first jump with Miss Flyntz's old sneaker! It measured _____ sneakers long!**
- 2. My second jump measured _____ sneakers long!**
- 3. Was Miss Flyntz's sneaker stinky? Yes or No? _____**

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Wallingford, Conn.

Station 3:

1. My first jump measured _____
 **rhythm sticks long!**

2. My second jump measured _____
rhythm sticks long!

3. Which jump was longer? _____

Station 4:

1. I measured my first jump with a feather. It
measured _____ feathers long.

2. My second jump measured _____
feathers long.

3. I jumped _____ feathers all together!

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JUST JUMP!

CONTENT STANDARDS 1 and 2
ILLUSTRATIVE TASK
Grade 3

Gymnastics

Students will plan and demonstrate a gymnastics sequence that moves in a forward direction, including two symmetrical and two asymmetrical shapes. There should be smooth transitions between skills. Students must provide a description of what will be included in their planned sequence on the work sheet found on page 27.

EDUCATIONAL GYMNASTICS WORK SHEET

Name: _____

Class: _____

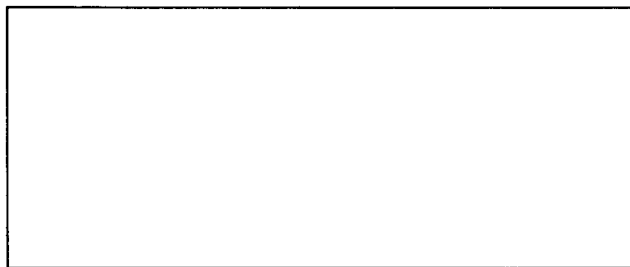
The sequence must move in a forward direction.

It must include two symmetrical and two asymmetrical shapes.

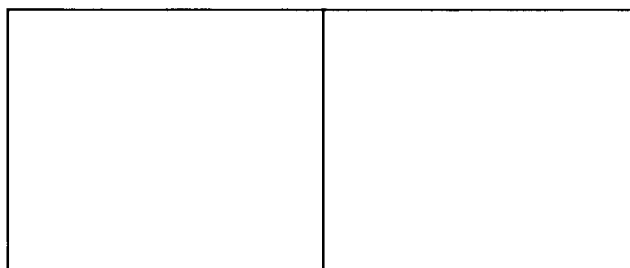
There should be smooth transitions between the skills.

Describe and/or draw your gymnastics sequence.

1. Beginning shape or position



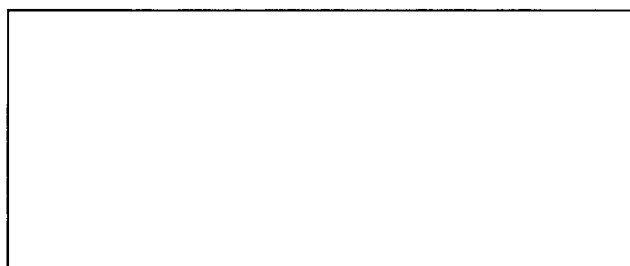
2. Two balances held for three seconds



3. Roll(s)

4. Travel actions

5. Ending shape or position



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Elementary School.

Name : _____ Date : May 24, 1996

Grade : 2- S Educational Gymnastics Extension Activity

Directions: Using pictures from magazines or computer graphics, please select a picture of a person in sports using one of the gymnastics shapes you have learned, the type of base, and body movements.

My sport person is in a symmetrical non symmetrical shape. (Circle one)My sport person is using a wide narrow base. (Circle one)My sport is gymnastics and is using a locomotor nonlocomotor movement. (Fill in the blank and then circle the movement)

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CONTENT STANDARDS 1 and 2
ILLUSTRATIVE TASK
Grades 2 and 3

Locomotor Skills

Students will demonstrate different locomotor skills at five stations.

1. Students travel through general space galloping. Whenever they come to a crate, box, hurdle, rope, etc., they leap over it and keep going.
2. Students design hopscotch patterns using plastic floor shapes or chalk to designate foot placement, (hop, jump). Students are to create their own patterns and try others' patterns as well.
3. Students working with partners demonstrate sliding and changing directions. One partner uses a slide whistle to tell the other partner when to switch directions.
4. Students listen to music with a 4/4 meter, practicing counting the beat and clapping their hands, tapping their feet or nodding their head while standing or sitting. They then walk with a group, making sure to move only one step per beat.
5. Students work with partners. While one student beats an uneven rhythm on a drum, tambourine or rhythm stick, the other demonstrates skipping.

Performance Assessment

Students create and perform a "Magnificent Movement Model" that includes four different patterns of locomotor movements. Each pattern should last for eight counts, and two of the patterns should also include changes in direction. The sequence should be repeated four consecutive times to music. A movement map needs to be developed that will show the teacher or person who will provide the music whether an even or uneven beat needs to be given and when. The performance may be done individually or in small groups.

Consider the extent to which students:

- meet the given sequence criteria;
- refine the sequence so it can be performed smoothly and without hesitation;
- match their movements to the beat of the music; and
- repeat the sequence the required number of times.

CONTENT STANDARDS 2 and 4

ILLUSTRATIVE TASK

Grade 3

Human Gears/Simple Machines

This activity integrates physical education with science. Students will experience the meshing of gears and the concept of gear ratios by acting as human gears.

Each student extends his or her arms to look like the teeth of a gear.

- Gear 1 is only one person and has two “teeth”. These teeth are arms, which are held out straight from the body
- Gear 2, with four teeth, is two people standing back to back. These students hold their arms out straight, but at an angle of 90 degrees as if holding a big, imaginary box.
- Gear 3, with six teeth, is three students, shoulders touching, arms out at about 60 degrees.
- Gear 4, with eight teeth, is four students, shoulders touching, arms out at about 45 degrees.

If you have more students, you can make more gears. Gear 5 would have 10 teeth, Gear 6 would have 12 teeth, and so on. Once each of the students has become part of a gear, you can have them shuffle over next to each other in a line. To save effort, have the largest gear stay put and others move closer until one extended hand is in between two arms and reaches about to the elbows. Continue in this manner with the other gears until they all mesh.

Now you can start the motor. Gear 5 begins to move around in a circle. Have students keep their backs together, with arms out straight. This will cause Gear 4 to move. Be sure “teeth” are meshing. Gear 3 and Gear 2 are going around and Gear 1 should be going very fast.

Before Gear 1 gets dizzy, reverse the action. Ask students to stop moving. Let them catch their breath, and then let Gear 1 start turning so that his or her motion controls the turning of the other gears.

Extension (Possible Assessment)

Using a playscape, students physically act out Newton’s Laws of Inertia and the concepts involved. Working in small groups, then expanding to be the entire class, students develop a pattern of movement that would resemble a lever, gear, or wheel and axle. They combine the simple machines and form an efficient, complex machine. Starting with one simple action, a series of reactions follow as individuals work together to make the machine run. Once one full rotation is complete students take the place and actions of the part in front of them. Concepts covered through the physical activity are laws of inertia, levers, gears, wheel and axle, driver gears, follower gears, work and friction.

Discussion Questions

- How did you decide who was to become which parts of the machine.
- What were the names of the parts of the machine?
- What was the function of each part and its role in the total machine?
- What happened when a part was broken or out of synchronization?
- In physical education when do you work as a part of a larger “machine”?
- What happens to the team or group when one person is not doing his or her job?
- How did you fix the machine when this happened? How can you get the team or group to work together when this happens?

CONTENT STANDARDS 1 AND 4
ILLUSTRATIVE TASK
Grades 7 and 8

Four With Four Cooperative Volleyball

Students will play a 4-with-4 cooperative game of volleyball, with four players on each side of the net. The intent is for the players to keep the ball going back and forth across the net as many times as they can before it hits the floor. There must be at least two hits on each side before the ball can cross the net. When the ball hits the floor the game is restarted with a serve.

Keep a tally of the number of:

- times the ball passes across the net;
- combination passes and sets used by the team; and
- successful serves.

SELF- AND PEER-ASSESSMENT VOLLEYBALL FOREARM PASS

	Self I can do this	Self I need more practice	Partner Can do this	Partner Needs practice
1. Self-pass and bump a ball three consecutive times in the air.				
2. Self-pass and bump a ball five consecutive times in the air.				
3. Bump the ball higher than my head two times in a row.				
4. Bump the ball, clap my hands and bump again.				
5. Contact the ball between my wrist and elbows.				
6. Bump without swinging my arms.				
7. Have my forearms provide a flat surface.				
8. Bend my knees correctly.				
9. Bump, touch the floor and bump again.				
10. Bump, make a full turn and bump again.				